DOCUMENT RESUME

ED 376 017 RC 019 876

TITLE	Chapter 1 Basic and Migrant Education Programs in Maine, Fiscal 1991-1992.
INSTITUTION	Maine State Dept. of Education, Augusta. Div. of Compensatory Education.
PUB DATE	[92]
NOTE	30p.
PUB TYPE	Statistical Data (110)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Achievement Gains; Delinquency; Early Childhood Education; *Educationally Disadvantaged; Elementary Secondary Education; *Enrollment; Mathematics Achievement; *Migrant Education; Reading Achievement; Special Needs Students; State Programs; *Supplementary Education
IDENTIFIERS	*Education Consolidation Improvement Act Chapter 1; *Maine; Migrant Education Program

ABSTRACT

This report presents 1991-92 data on federally funded basic and migrant programs that serve educationally disadvantaged students throughout the 181 Maine school districts. In fiscal year 1992, 27,944 students received Chapter 1 basic services (concentrated, direct instruction in reading and math) from 1,006 teacher aides and 307 teachers (full-time equivalent). Some districts also provided support services such as counseling, guidance, and transportation. Schools administered standardized pre- and posttests to assess students' basic and advanced skills in reading and mathematics and reported academic gains in normal curve equivalent (NCE) units. Average achievement gains in fiscal years 1991 and 1992 ranged from 1.9 to 7.77 NCEs. In 1992, 112 schools were required to develop program improvement plans; these typically focused on staff development and ongoing technical assistance. In 1992, separate Chapter 1 funds provided services to 630 delinquent youth in state institutions, and to 1,002 special needs students requiring speech/language services, school social work, occupational therapy, or psychological services. The Chapter 1 Migrant Education Program provided supplementary instruction and health and support services to 4,970 migrant students in public schools during the regular school year; school readiness outreach to families with preschool children; a reconnection program for dropouts; and 4- to 6-week full-day summer programs for migrant children aged 6 months to 12 years, including health screening, academic and experiential learning, and cultural enrichment activities. Local migrant programs also promoted health education activities and encouraged parent involvement. Contains many data tables. (SV)

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ED 376 017

CHAPTER 1

BASIC AND MIGRANT EDUCATION PROGRAMS IN MAINE

FISCAL 1991-1992

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Printed 100% from federal funds under appropriation #013-05A-2136-13(60%) and 013-05A-2137-13(40%)

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What is Chapter 1?

Through federal funding, Chapter 1 provides a compensatory education program for educationally disadvantaged children. The educational needs of the children are met through additional instruction which supplements what they get in the regular classroom.

As specified in the law, funds are allocated to:

- provide supplemental instruction and improve the educational quality of schools serving low income families;
- improve educational opportunities for children of migratory workers; and
- provide supplemental instruction to help neglected or delinquent children who attend school in district or state operated facilities.

Who participates in Chapter 1 programs?

Schools with high concentrations of low-income families are identified for services. Within these schools, students are selected based on their educational needs.

Three groups of children participate in Chapter 1 Programs:

- children in schools serving low income families;
- children of migratory workers; and
- neglected or delinquent children in district or state operated facilities.

What are the goals of Chapter 1?

The goals of Chapter 1 are:

- to raise the academic achievement level of educationally disadvantaged children; and
- to provide financial aid for supplementary programs to schools where large numbers of children from low income families have been identified.

Chapter 1 in Maine is administered by the Maine Department of Education's Division of Compensatory Education.

What programs are covered in this report?

This report describes federally funded basic and migrant programs which serve educationally disadvantaged students throughout the 181 Maine school districts. The pages that follow detail highlights from the state performance reports of the past two fiscal years.

CHAPTER 1 BASIC PROGRAMS

How Many Students Participate In Chapter 1 Basic Programs Each Year?

The number of students participating in the Chapter 1 program in FY'91 was 26,272. In FY'92 the number receiving services was 27,944. Tables 1 and 2 show that the greatest concentration of students served is in grades K-3, followed by grades 4-6. Very few school systems provide Chapter 1 services at the secondary level.

Private school students who meet the selection criteria and who reside in qualified attendance areas are included in the planning for basic Chapter 1 programs and are provided with appropriate services.

The U.S. Supreme court ruled in 1985 that Chapter 1 teachers cannot be sent into church-related private schools to provide instruction. However, the Aguilar V. Felton ruling does not negate the portion of Chapter 1 law that requires a school unit to consider the needs of private school students when planning its program. Most private school students are now served in mobile units, walk, or are transported to public schools or neutral sites.

Local school units also receive Chapter 1 funds to help students who reside in homes for neglected or delinquent children. In FY'91 and FY'92 students from ten group homes around the state received Chapter 1 services.

Table 1
Student participation by Grade
FY'91

GRADE	PUBLIC	NONPUBLIC	TOTAL
PRE-K	500	0	500
K	2,589	48	2,637
1	4,220	36	4,256
2	4,258	37	4,295
3	3,588	31	3,619
4	3,071	38	3,109
5	2,516	14	2,530
6	1,928	9	1,937
7	1,518	9	1,527
8	1,233	4	1,237
9	287	4	291
10	162	4	166
11	81	8	89
12	74	5	79
TOTAL	26,025	247	26,272

Table 2
Student participation by Grade
FY'92

GRADE	PUBLIC	NONPUBLIC	TOTAL
PRE-K	363	31	394
K	2,799	73	2,872
1	4,896	45	4,941
2	4,634	44	4,678
3	3,752	47	3,799
4	3,100	25	3,125
5	2,695	22	2,717
6	2,002	11	2,013
7	1,573	14	1,587
8	1,232	8	1,247
9	320	0	320
10	165	0	165
11	64	0	64
12	29	0	29
TOTAL	27,624	320	27,944

What Are The Staffing Patterns For Chapter 1 Basic Programs?

Most of the Chapter 1 services in Maine are provided by education technicians. Over 1000 are employed in this category. There are also approximately 300 teachers working in this program.

Table 3
FY'91 Full-time Staff Equivalents by Position

JOB CLASSIFICATION	FULL-TIME EQUIVALENTS
ADMINISTRATORS (NON CLERICAL)	25.90
TEACHERS	271.33
TEACHER AIDES	935.16
STAFF PROVIDING SUPPORTING SERVICES (NON CLERICAL)	17.70
CLERICAL STAFF	10.80
OTHER (SPECIFY) Home School Coordinator	22.48

Table 4
FY'92 Full-time Staff Equivalents by Position

JOB CLASSIFICATION	FULL-TIME EQUIVALENTS
ADMINISTRATORS (NON CLERICAL)	30.78
TEACHERS	306.73
TEACHER AIDES	1,006.23
STAFF PROVIDING SUPPORTING SERVICES (NON CLERICAL)	15.95
CLERICAL STAFF	16.22
OTHER (SPECIFY) Home School Coordinator	10.20

What Level Of Services Do Chapter 1 Basic Programs Provide?

The overall effectiveness of Chapter 1 depends on providing concentrated, direct instruction in reading and math to low achieving children. Some districts also provide support services such as counseling, guidance, and transportation.

Table 5
Instructional Areas
FY'91

SERVICE AREA	PUBLIC	NONPUBLIC	LOCAL NEGLECTED OR DELINQUENT	TOTAL
INSTRUCTIONAL				
READING/LANGUAGE	20,341	149	27	20,517
MATHEMATICS	10,238	65	8	10,313
OTHER (SPECIFY)	946	6	6	958
SUPPORTING				
GUIDANCE SOCIAL WORK	807	1	25	833
PUPIL TRANSPORTATION	382	3	0	385
OTHER	103	12	0	115

Table 6
Instructional Areas
FY'92

INSTRUCTIONAL				
READING/LANGUAGE	22,251	300	10	22,561
MATHEMATICS	10,840	111	10	10,961
OTHER (SPECIFY)	1,189	31	1	1,221
SUPPORTING				
GUIDANCE SOCIAL WORK	1,285			1,285
PUPIL TRANSPORTATION	905			905
OTHER (SPECIFY)	172			172

What Is The Impact Of Chapter 1 Basic Programs On Student Performance Statewide?

To evaluate the effectiveness and impact of Chapter 1 programs, local schools administer pre and post standardized tests to check student skills. Differences in test scores measuring academic gains are reported in Normal Curve Equivalent (NCE) units. NCEs provide a common equal interval scale for reporting results across test brands. NCEs are another way of expressing percentile ranks. The NCE equal intervals between scores make it possible to aggregate results -- something which is not possible with percentiles.

The NCE system of reporting measures academic gains that can be attributed to extra instruction provided by Chapter 1. To interpret the data the reader should understand that:

- Scores are reported for only those students who take both the pretest and posttest. Scores are converted to NCEs and compiled at the state level.
- With only regular classroom instruction, children are expected to maintain their own position relative to other children in the class, that is, make no NCE gains.
- With the extra Chapter 1 instruction, children are expected to achieve (and make NCE gains) at a faster rate than classmates who have only regular classroom instruction. Average NCE gains made by students in FY'91 & 92 ranged from to 1.9 to 7.77 NCEs.

Statewide NCE Gains by Grade

Table 7
FY'91 Basic Reading

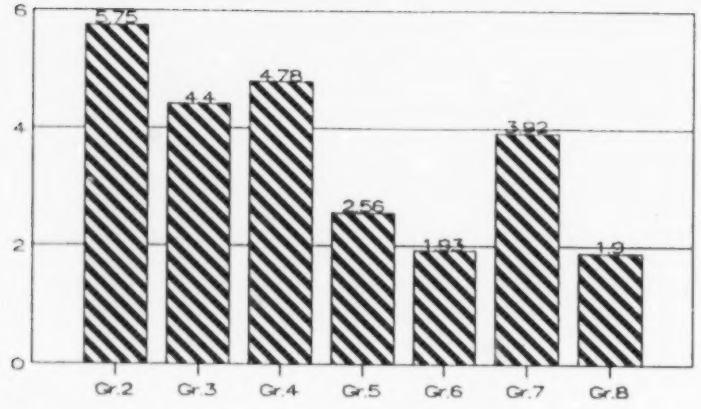
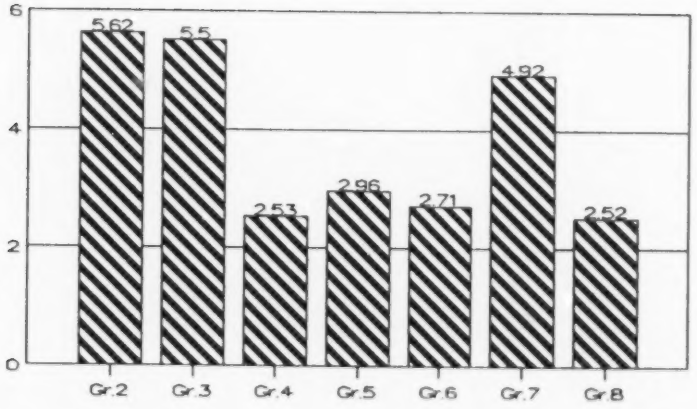


Table 8
FY'92 Basic Reading



Statewide NCE Gains by Grade

Table 9
FY'91 Advanced Reading

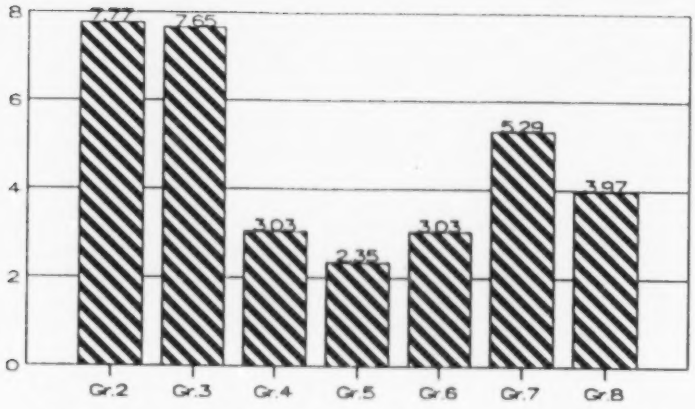
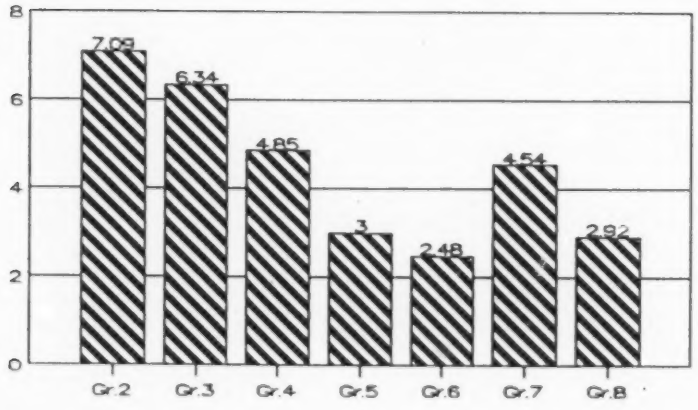


Table 10
FY'92 Advanced Reading



Statewide NCE Gains by Grade

Table 11
FY'91 Basic Math

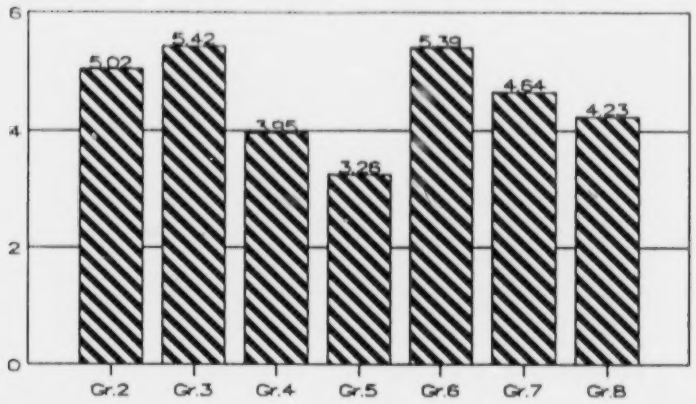
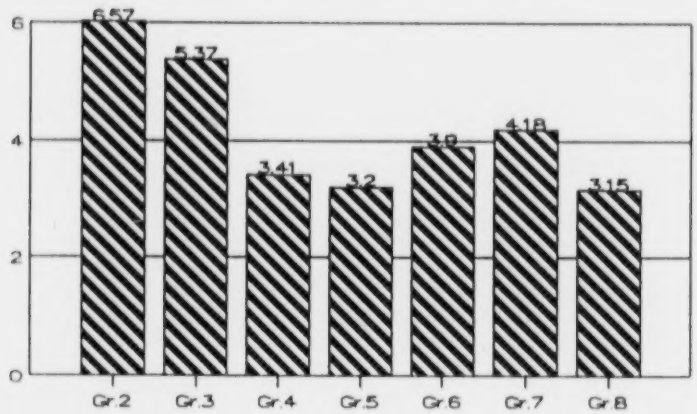


Table 12
FY'92 Basic Math



Statewide NCE Gains by Grade

Table 13
FY'91 Advanced Math

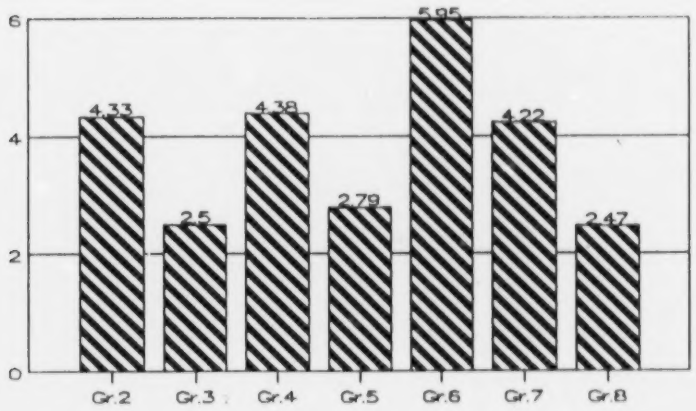
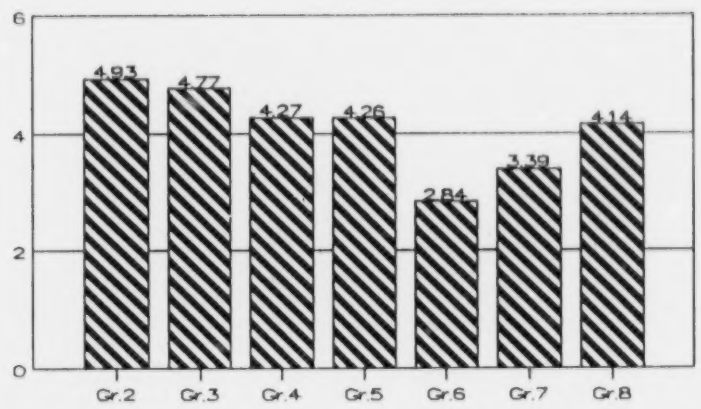


Table 14
FY'92 Advanced Math

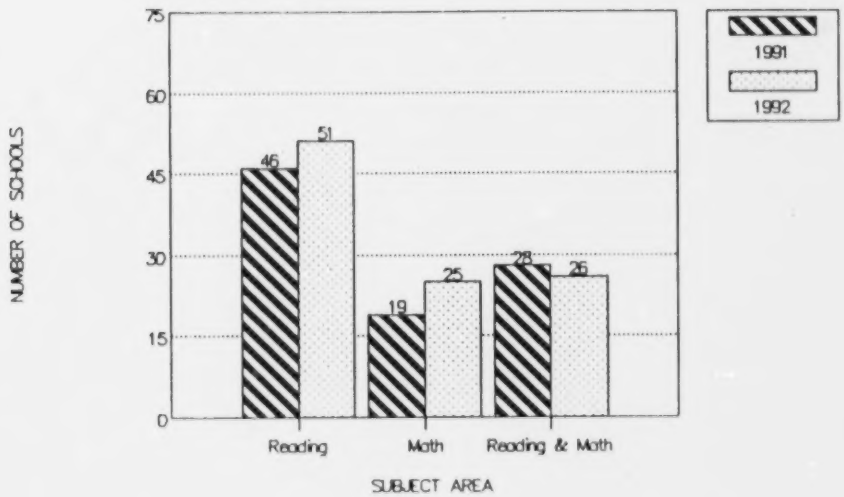


Program Improvement

School program improvement plans are required: 1) if it is determined through the annual local review that a school has not shown improvement in aggregate student achievement as assessed under the national evaluation standards or 2) if a school has not shown substantial progress toward meeting desired outcomes stated in the LEA's Chapter 1 application. Improvement in aggregate performance is defined as a weighted mean normal curve equivalent (NCE) gain equal to, or greater than one NCE, aggregated for all Chapter 1 students at the school building level.

During FY91, 98 schools in 50 local school units were required to develop program improvement plans. In FY92 there were 112 schools in 57 local units. In 91-92, four schools were required to develop a joint plan.

Table 15
Distribution of Schools By Subject Area



Because of the program improvement initiative, Chapter 1 has become an important component in development of performance assessment and curriculum within the school. Coordination and cooperative initiatives have been enhanced. Promising practices such as Reading Recovery (TM) and H.O.T.S. have provided documentation that Chapter 1 instruction can be accelerated with an emphasis on advanced skills. Evaluation results on standardized and local evaluations document that Chapter 1 students can perform at a level expected of students at their grade level without the need for continued services. Maine Chapter 1 coordinators have listened to Mary Jean LeTendre (Director of Compensatory Education Programs, USDE) and have been learning from the growing body of research on educationally disadvantaged students "to make a program that has been good in the past even better in the future." (April, 1991 Phi Delta Kappan)

Training for staff continues to be a priority in program improvement planning. During the 1991-92 school year, twenty-three Reading Recovery (TM) teachers were trained in Maine at the Bangor and Westbrook training sites. In September of 1992, the Reading Recovery (tm) Center at the University of Maine opened, and seven teacher-leaders enrolled in that program. In addition, teachers were trained at two additional training sites located at Ellsworth and Bethel. Five H.O.T.S. training sessions were held with 95 teachers trained during the two year period. Evaluation data has shown this program to be very effective. Other training included Family Math and Whole Language in the Classroom.

To assist in the implementation of these programs, districts have put an emphasis on on-going, systemwide technical assistance.

Technical assistance on these and other programs were provided in the form of on-site sessions and regional workshops. Since it was difficult for all school staff to attend the same sessions, a series of interactive television sessions were held. Topics for these sessions included: Reading Recovery (TM), H.O.T.S. Implementation, Laying a Solid Foundation for Literacy Learning (The New Zealand Model), Conducting a Chapter 1 Needs Assessment, Promising Practices, Parental Involvement information for teachers and parents.

Consideration was also given to alternative assessment, using evaluation data in program design and insuring maximum use of time.

What Programs Are Provided For Neglected Or Delinquent Children?

Separate provisions of Chapter 1 provide funds for improved educational opportunities for neglected or delinquent children in state institutions. The Maine Youth Center in So. Portland and the Maine Correctional Center in So. Windham both provide Chapter 1 services as part of their year-round educational programs.

Table 16
Number of Participants by Age and Institutional Designation
FY'91

AGE	NEGLECTED	DELINQUENT	ADULT CORRECTIONAL	TOTAL
0-9				
10-13		24		24
14-16		279		279
17-20		302	58	360
TOTAL		605	58	663

Table 17
Number of Participants by Age and Institutional Designation
FY'92

AGE	NEGLECTED	DELINQUENT	ADULT CORRECTIONAL	TOTAL
0-9				
10-13		23		23
14-16		265		265
17-20		288	54	342
TOTAL		605	54	630

SPECIAL PROGRAMS FOR HANDICAPPED CHILDREN

State Operated and Supported/Follow the Child

Another of the special sections of Chapter 1 provides supplemental funds to meet significant supplemental educational needs of handicapped children in state operated and/or supported schools; or to follow the children who have re-entered public educational facilities in compliance with least restrictive special education regulations. In Maine, during past years an average of 1,130 children received assistance under this program (see Table 18)

Table 18

Fiscal Year	Programs	Participants	Grants Awards	Per Pupil
1990-91	116*	1,115	$669,000	$600.00
1991-92	115**	983	$553,429	$563.00

* 23 Private Institutions / 93 Local Education Agencies

** 17 Private Institutions / 98 Local Education Agencies

Grant awards are based on annual child-count data collected by the Maine Department of Education, Division of Special Education. They reflect declining enrollments in state operated institutions. Funding levels during the first three years have remained relatively stable and have been sufficient to meet the needs of eligible children. The last year numbers of students and funds have dropped a bit.

In fiscal year 1991 and 1992, special needs students were provided Chapter 1 services in the following tayes of facilities:

3 State operated residential institutions

3 Private residential facilities

6 Private day schools

91 Local Education AGencies under Chapter 1 Handicapped

Special Chapter 1 funds for exceptional students were used to provide related educational services that supplement those provided by state and other federal funds. These services were based on assessment of the individual instructional needs of the recipients.

The activities for eligible students and the types of such services are set forth in the following tables:

Table 19
Five Year Trends: Special Needs Students

FY	Participants	5 & Under	6-11	12-21
1987-88	1,120	32	259	829
1988-89	1,108	38	251	819
1989-90	1,161	44	285	832
1990-91	983	55	202	726
1991-92	1,002	48	233	720

The four most frequently identified related services provided by the 100-297 programs were: speech/language, school social work, occupational therapy, and psychological services.

Table 20
Most Frenquently Identified Related Services

	1987-88	1988-89	1989-90	1990-91	1991-92
Speech/Language	455	423	514	474	411
Social Work	229	183	403	311	397
Occup Therapy	282	271	370	333	303
Psychological Svs	170	252	257	340	401
Other Related Svs	179	199	239	255	232

CHAPTER 1 PROGRAM FOR MIGRANT CHILDREN

What is The Chapter 1 Migrant Education Program?

Overview

The Migrant Education Program is funded under the Chapter 1 legislation and provides for instructional and support services to eligible migrant children whose families move to engage in forestry, agriculture or fishing activities. In Maine, these families may move within the state or from other states and Canada. Maine is a predominantly rural state and migratory workers are employed in all counties. The major agricultural crops are apples, blueberries, broccoli and potatoes. In addition, poultry processing, aquaculture, fishing, fish processing, and tree harvesting provide seasonal and temporary employment.

The program is designed to meet the needs of children through a broad spectrum of educational and support services for students in the regular school year whose families move within the state for employment and during the summer for children whose families are temporary residents of the state for the blueberry and broccoli harvests.

Two program models have been utilized to provide services:

- a four to six week, full-day summer program for children ages six months to twelve years including health screening, academic and experiential learning and cultural enrichment activities;
- an individualized, supplemental tutorial program for those students who attend local schools during the regular school year, school readiness outreach to assist families with preschool children, and a reconnection program reaching out to migrant youth who have dropped out of school.

What are The Goals Established for The Program?

State Goals

In order to set priorities in effectively meeting needs of migrant children, the following state program goals were established for 1990-91 and 1991-92.

1. To improve student learning in reading, oral and written communication, mathematics, study skills, science and social studies, and pre-school readiness.

2. To support secondary youth enabling them to complete their education, increase aspirations and enhance career options.

3. To provide training for all migrant staff in program design issues such as recruitment and needs assessment, as well as training in curriculum, teaching and learning styles and delivery of services.

4. To increase student awareness of health concerns and identify significant health problems of individual students.

5. To provide summer programs for currently migrant children whose families work in the harvest.

6. To advocate with families and school personnel so that appropriate screening and placement occurs for special needs children.

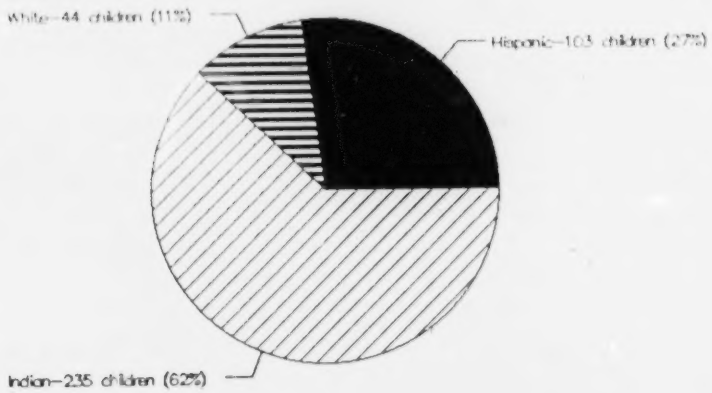
7. To support the Maine Migrant Parent Advisory Council and assist them in developing program knowledge and decision making skills.

8. To identify and recruit eligible children.

What Are The Characteristics Of Migrant Children In Maine?

A greater number of qualifying children now come from minority ethnic groups in both the regular year and harvest programs. In the summer of 1992 of 382 served, 62 percent were Native American and 27 percent Hispanic.

Table 21
1992 Harvest Schools By Ethnic Origin (382 students)



During the 1991-92 regular year, of 4970 children served, 302 were Native American, 248 Asian, 156 Hispanic and 43 Black. Altogether, 15 percent of the children were from minority ethnic groups. Of the 4970 children, 262 came from families in which English was not the language spoken at home.

What Level Of Academic and Support Services Are Offered To Migrant Students?

During the regular school year, migrant students at selected sites in all counties of the state are offered academic and support services. The number of students grade K through 12 served in migrant-funded programs in 1991-92 represents about 73 percent of the total migrant student population enrolled in maine public schools during the year.

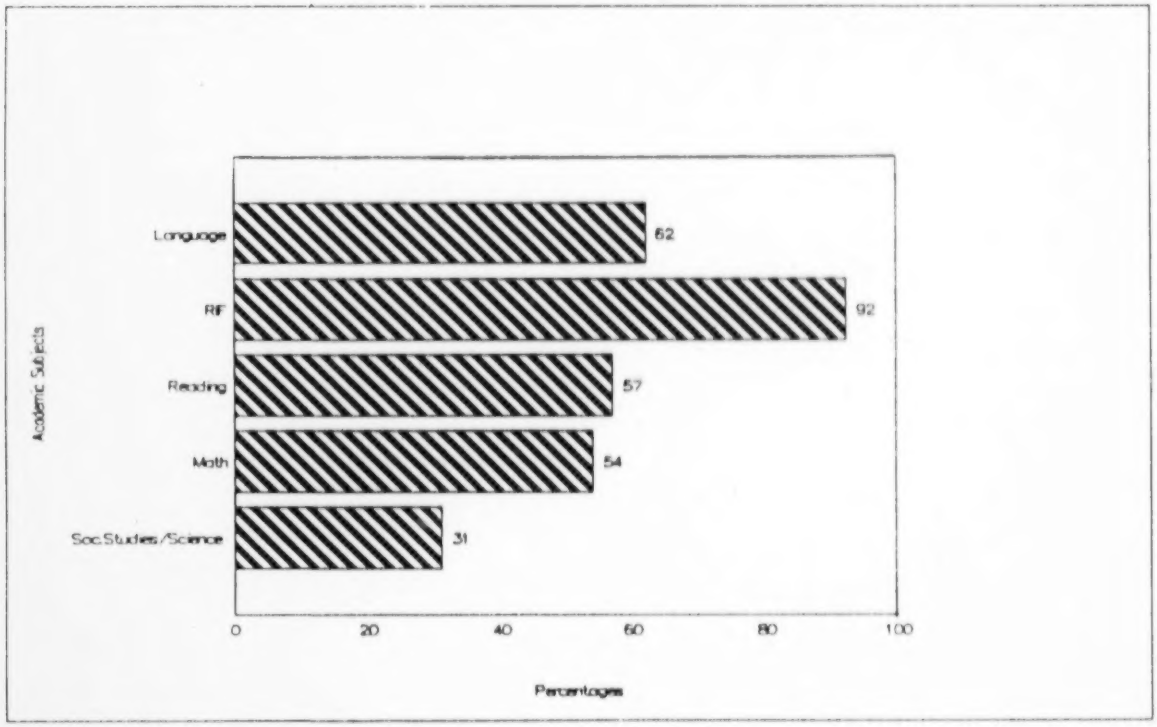
In 1991-92, 55 local education programs served 4970 migrant students in comparison with 1989-90 when 58 local programs served 4367 students. All elementary children and most secondary children at these sites received support services including home visits, pre-school and drop-out packets as appropriate, referral for health needs, advocacy and needs assessment. Attendance is tracked for all children.

Migrant teachers, working with classroom teachers, design supplemental education programs to meet the individual needs of each migrant child in need of academic services. Migrant children often receive other supplemental services, such as Chapter 1 Basic, and district ESL. In 1991-92, 736 children were identified as needing special services.

The table below indicates the percentage of identified students in regular year migrant-funded programs who received tutoring in various academic subjects in 1991-92 and who received services in the Reading is Fundamental (RIF) program. Each migrant student in Maine receives 1 or more free books each year through this program.

Table 22

% of Migrant Students in Local Projects Receiving Academic Services



How Are Migrant Teachers Serving Special Needs Children?

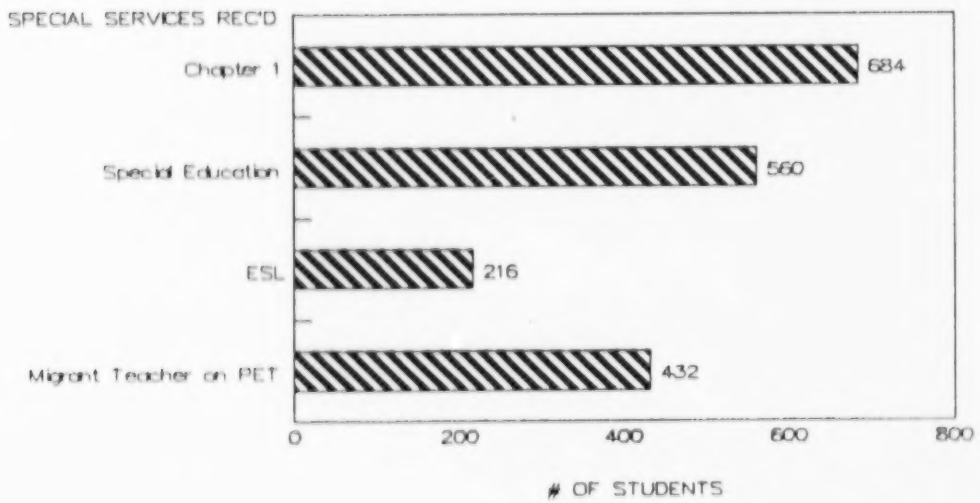
A goal of the Maine Migrant Program is to work closely with the school community and with parents to identify and meet needs of all migrant children. When children move frequently from one school system to another, this may be a difficult task. Migrant teachers participated in 1990-91 and 1991-92 in 3 half-day workshops designed to help them work effectively with children, with parents, and with other teachers and community agencies.

In every local project with a migrant teacher, each child enrolled was visited at home. The parents were consulted about the child's school adjustment and needs. They were informed about the program. Preschool children in the family received bookbags containing materials for activities which the parent and child could do together.

The migrant teacher completed an individual education plan for each student, noting progress, accomplishments and needs. Children most in need of help received first priority in service. If a child appeared to qualify for service for other available special programs, such as ESL, Chapter 1, gifted and talented or special education, then the migrant teacher assisted the parent in advocating for those programs appropriate to the child's need.

In 1991-92 of the 4970 students receiving migrant services during this regular year, 1595 (or 32 percent) were identified as eligible for some type of special services. The Maine program encourages school personnel to work closely with migrant teachers, and to include them on any Pupil Evaluation Teams. They often provide an important link between the school and the home. The table below summarizes migrant teacher involvement with special needs students.

Table 23
Students Identified as Having Special Needs



How Is Maine's Migrant Program Evaluated?

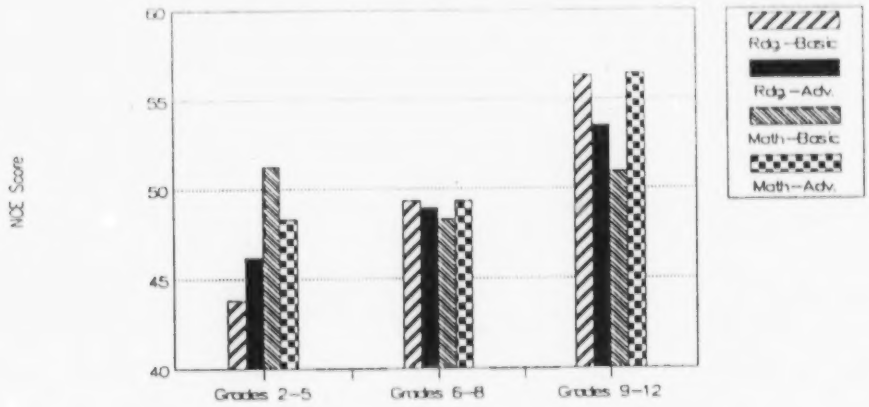
Program Evaluation

Each year, local programs are evaluated in relation to goals and objectives established in the annual contract for that year. Additionally, achievement by migrant students is evaluated and reported via the aggregated NCE scores from norm-referenced tests. The following tables show the academic achievement of migrant students in 1991-92, measured by norm-referenced tests and reported according to grade level for currently migratory and formerly migratory students.

In reading, test data was available for 63 percent of the currently migrant students tutored in reading, grades 2 through 12; for mathematics, it was available for 62 percent of students tutored in math.

Table 24

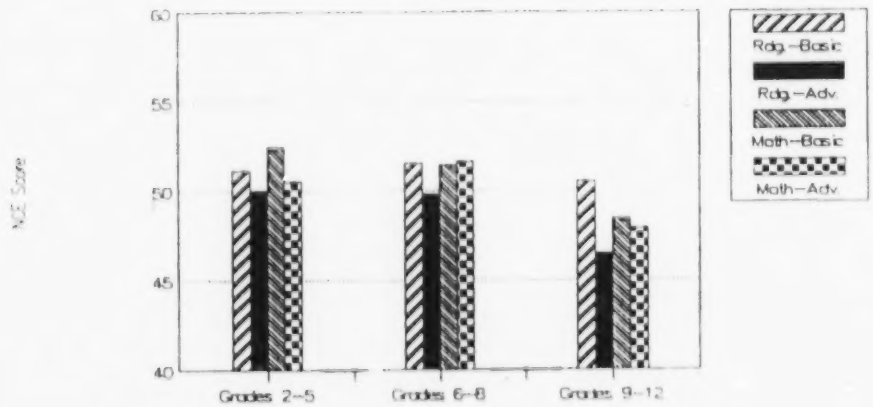
Currently Migratory Students Achievement Scores 1991-1992



For formerly migratory students' test data in reading was available for 59 percent of those tutored in reading; for mathematics, 56 percent of those students tutored in math.

Table 25

Formerly Migratory Students' Achievement Scores 1991-1992

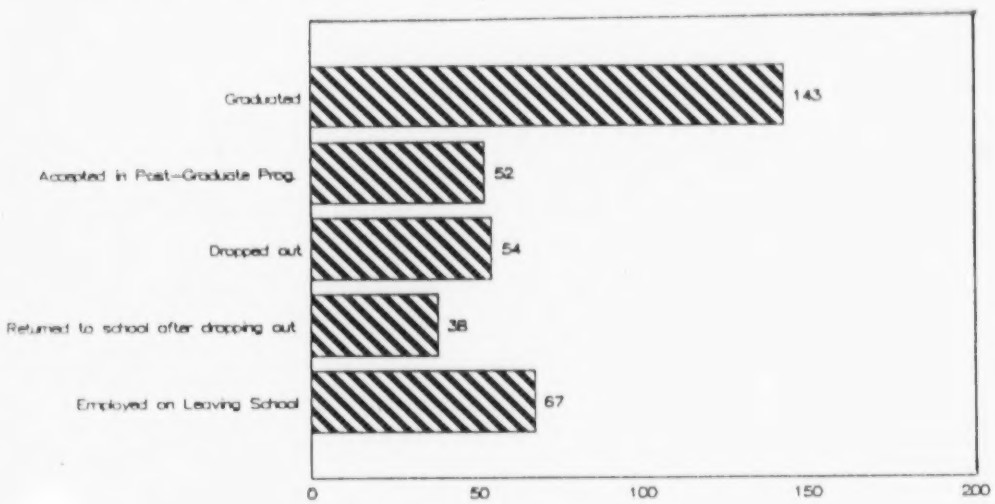


How Are Needs Of Secondary Youth (age 15-21) Being Met?

Secondary Programs

In 1991-92 there were 32 migrant teachers working with 941 migrant students age 15 to 21. Within this group, 819 were enrolled in grades 9 to 12 at some time in the year. Each youth was visited by a migrant teacher and 11 received reconnection packets encouraging them to continue their education. Migrant teachers reported 54 students dropped out during the year, but 38 students returned to school from having dropped out. Every effort is made to help students complete their education, to raise aspirations and to encourage youth to go on to post-secondary programs. Of the 143 graduates last year, 52 (or 36 percent) had been accepted in post-graduate programs.

Table 26
1991-92 Secondary Youth (Ages 15 - 21)



Are Needs Of Currently Migrant Summer Residents Being Met?

In 1992, the Harvest Schools served 382 children, ages 0 to 13 years, at two sites, in central Aroostook County and in Washington County. The programs offered at each of these sites included transportation and limited health screening. Breakfast, lunch and snacks were served, partially funded through the federal School Lunch Program. In addition to language development, outdoor experiential learning and physical play, activities were offered enhancing cultural background through art, music, dance and storytelling.

At Caribou, service was provided for six weeks to families of the Broccoli Harvest. These families were Hispanic and came to Maine from Texas, arriving in May and continuing through October. Day care for preschool children, ages 0 to 5, and an academic program stressing language skills for children 5 to 12, was provided. Ninety-eight children were served. This included all eligible children in the 0-12 age group. Children ages 13 and older were not provided services during the summer months.

In Washington County, the families served had come for the four-week Blueberry Harvest. Of this group of 284 students, ages 3 to 13, 235 were Native American Indian, the majority from Canada. Altogether, of the 284, 243(or 85 percent) were currently migrant from outside Maine, while 36 (or 13 percent) were currently migrant from within the state. Only 2 percent were settled.

The program is voluntary and many of the families do not choose to send their children. In 1992, of 733 children, ages 3 through 13 who were eligible to attend, only 284 or 39 percent, chose to participate. There was no program offered for children over 13, as most of these children worked on the harvest.

How Are The Children of Migrant Workers in Maine Recruited?

Identification and Enrollment

The Migrant Field Recruiter supervises the recruitment activities throughout the state. Where there is a local migrant program, the migrant teacher is responsible for finding families who move into the area to pursue migrant work. He or she stays in touch with migrant families through home visits and also contacts employers who are in a position to hire migrant labor. In areas of the state not served by local programs, the Field Recruiter makes contact through surveys conducted at timely intervals.

Additional recruiters are hired during the summer to recruit families arriving in Maine for the blueberry and brococli crops. These recruiters speak the language of the migrant families.

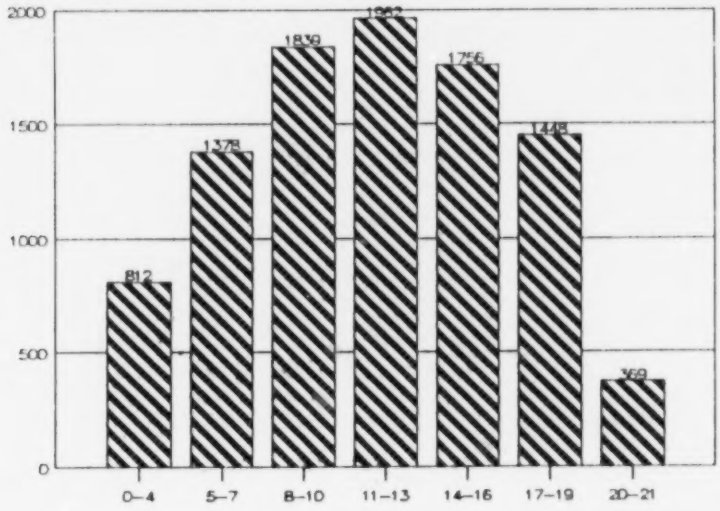
Compared with 1989-90 the enrollment in 1991-92 had increased by 8 percent, from 8818 to 9564 children. The proportion of children whose families engaged in agriculture (85 percent) vs. fishing (15 percent) remained fairly constant.

What has changed over the last four years is the proportion who qualify from outside Maine. In 1987-88, only 18 percent (1242 children) were interstate currently migrant. In 1991-92, 24 percent (2255 children) qualified in this way. A significant number came from the Canadian Maritimes and from Texas.

Altogether, currently migrant children in Maine in this last year totaled 4028 children, or 42 percent of all children ages 0-21 identified in the state.

Table 27

Profile of Children in 1991-92 - Migrant Enrollment By Age



How Are Health Concerns Addressed?

When migrant children are identified, every effort is made to complete Migrant Student Record Transfer System (MSRTS) health records. Migrant teachers monitor health records of children in local programs and work with families, the school nurse and local health agencies to meet children's needs. In a recent survey regarding unmet health needs of migrant children, teachers reported that the health problems most often not met are visual problems, dental care, and hearing disorders. Problems of serious and life threatening consequence were generally met, either being resolved or, when chronic, addressed through continuing care.

Each year, the migrant teachers of each local program sponsor a World Health Day project. Many of these have become school-wide activities which highlight some aspect of health awareness. Some have become community-wide projects in the form of health fairs. Some themes focus on individual or local health concerns, others take a more global view. All are designed to focus awareness on safety and health issues.

Additionally, many migrant teachers include activities in their tutorial programs which are designed to address health needs of children. Daily dental health maintenance is a part of some programs. The table below shows topics presented by teachers in local programs during 91-92.

Table 28
Health Education

Topic or Activity	Numbers of Teachers Presenting
Positive self-concept	93
Nutrition	87
Environmental safety	84
Hygine/grooming	67
Substance abuse	56
Dental health	53
Smoking	47
Stress management	40
Sexuality	35
Fire safety	34
Community health resources	29
Parenting	20

Do Migrant Parents Participate?

Parent Involvement

Migrant parents in Maine are encouraged to take an active role in making decisions regarding their children's education. Parent participation in both formal and informal activities at local, regional and state levels was evident. The table below illustrates the variety of activities engaged in at the local level.

Local parent advisory councils were active in sponsoring a variety of events, including open houses, book fairs, swim programs, activity nights, speakers, and award nights.

The Maine Migrant Advisory Council (MMAC) was active in advising the state program consultants regarding program planning, implementation and evaluation. They served as a liaison with local and regional parent councils and sponsored activities to focus public awareness on the program. The membership in 1991-92 included 37 parent representatives, 4 migrant teachers, 2 school administrators, 1 Indian representative, 1 migrant employer, and 1 harvest school representative.

During 1991-92 the MMAC established a scholarship program for migrant children in Maine. Ten scholarships were awarded toward attendance at summer camps/programs for sports, music, conservation, etc.

Table 29
Local Activities Involving Parents

Activity	Number of Teachers Reporting
Home visits	90
Phone calls	86
School conferences	81
Local Parent Advisory Council (PAC)	63
Quarterly progress reports to parents	61
Parenting activities and information	54
RIF Activities with parents	50
Interest surveys	41
Parent volunteers in school	34
State PAC (MMAC) meetings	30
Book fairs, structured home reading programs	24
Local speakers/discussion groups	22
Recreational projects with parents	18
Family pot luck supper	14
Family holiday celebrations	10
Family math	10